



Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Point of View Webcast


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A division of the ESC of Central Ohio 

See the Story in Each Child

- Limitless potential
- Possibility of greatness
- Valuable, contributing member of the learning community
- Moving towards their best life outcome



Advocacy

- For every person to have access to the same opportunities.
- For every person to have the services and supports necessary for success.
- For every person to have friends and social acceptance.
- For every person to build an “enviable life”. (Ann Turnbull)



Learners with Complex Needs Continuum

The range of physical and cognitive capabilities of our students is varied.



Therefore we need to vary our materials, instructional strategies, environments, and behavior plans throughout our planning and implementation.



Etiquette

- See abilities first.
- Let the person ask for assistance and/or ask if they need assistance before providing it.
- Talk to the person in an age-appropriate manner.
- Speak to the person on eye level when possible.
- Be honest, open and respectful with questions.



Put the Person First

Avoid language that implies limitations such as:

- “Suffers from...”
- “Victim of...”
- “Wheelchair bound....”
- “Birth defects”
- “Retardation”

– “People First Language” by Kathy Snow



People First Language

Don't Say

- They have a handicapped child.
- He is wheelchair bound.
- She's a special ed. student.
- I have a blind student in my class.
- He is one of my **IEP kids.**

Do Say

- Their child has a disability.
- He uses a wheelchair.
- She receives special education.
- I have a student with a vision impairment in my class.



Continuum Of Educational Environments For Students With Disabilities Must Be Available



LRE Video

Least Restrictive Environment Video



O C A L I

LRE Determination

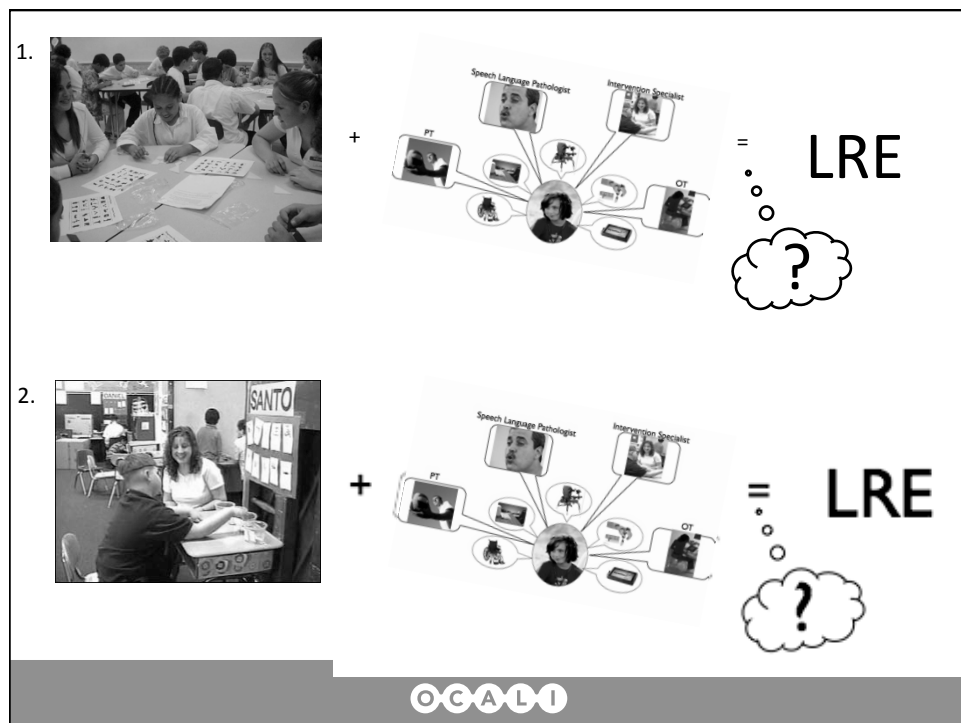
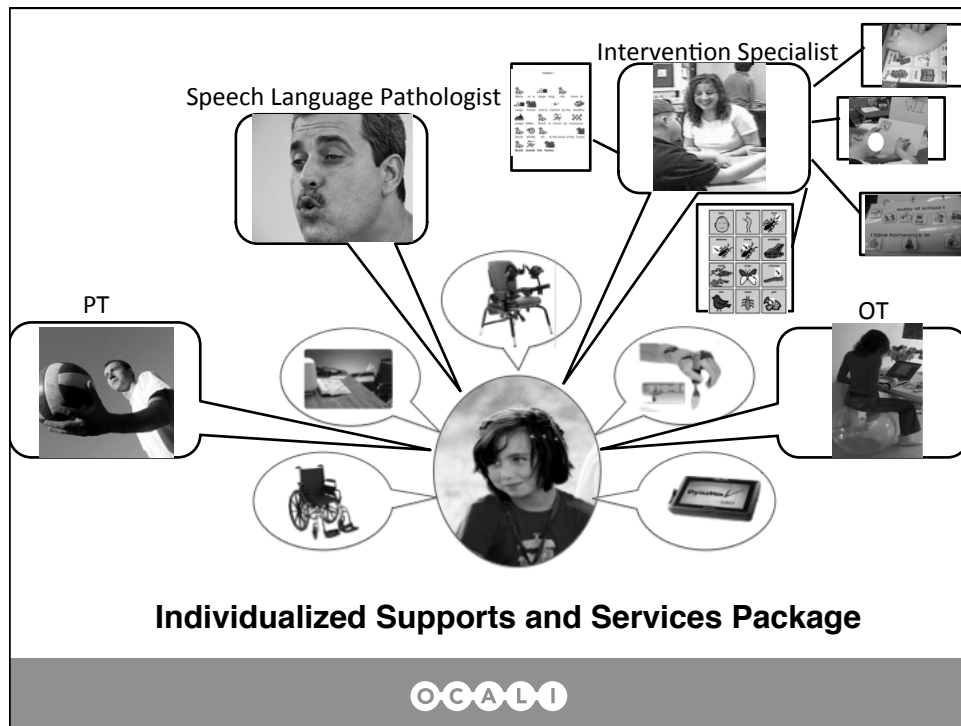
Children with disabilities should be:




- educated with their typically developing peers, in the school that they would attend if not identified
- and with **ALL needed** supplementary aids and services


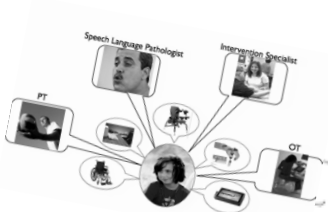

If, with **ALL** services and supports in place, “meaningful educational benefit” was not seen in the **data**:

- then and only then would another more restrictive environment be tried
- moving down the continuum from least to most restrictive until educational benefit is shown in the data.

O C A L I



3.  +  = LRE


4.  +  = LRE


OCALI

If we never allow students to do things we think they can't, we will never know how they can learn and what they do know.

Let's Break Through Barriers, Speculation & Doubt

"Are they just included for socialization?"

"What will they possibly get out of this class? It is way over their heads."

"They can't do the work that we are doing."

"Including them will slow us down."

"Shouldn't they be working on things like washing dishes and stuff?"

"They can't even talk or hold a pencil. How will they do any of the work?"

**Lack of experience does not mean
lack of possibility**

Staff Development

- Environmental Supports
- Curriculum Access
- Assistive Technology
- Related Services
- Co-Teaching
- Team Planning
- Differentiating Instruction
- Tiered Planning

Attitudes of Ownership

- Every child has inherent value.
- Every child has limitless potential.
- No person has the right to limit someone else's potential, through action or inaction.



linking research to real life.



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